

sume that you have become teachers because your desire is to fit yourselves thoroughly for this profession, so that your labors may result in the advancement of those placed under your charge, and in the attainment of distinguished success for yourselves. If this presumption be correct, you will anxiously long to avail yourselves of all improvements in the science and art of instruction, and you will shun, with horror, anything like stagnation or adherence to traditional methods long since rejected by experienced educators. Those who have charge of youth should be active, energetic, alive with enthusiasm. Keep it always in mind that all the knowledge you can acquire, on every subject possible, may be made useful in your daily work. The day is past, when the teacher was merely expected to know what was contained in the text-books used by his scholars,—when he, that could read, was considered sufficiently well-prepared to be an instructor of primary classes. The youngest minds are all alive with a curious thirst for knowledge, and are endowed with marvellous powers of receptivity. It is the teacher's duty to gratify the former, and to furnish constant employment for the latter, so that every hour spent in the acquirement of knowledge shall be made pleasant and profitable.

No one can teach well who is not at the same time a student,—by which is meant something more than a mere memorizer of the contents of Text-books. "The very essence of teaching," says Prof. S. S. Greene, in his Report on Object Teaching, "lies in a living apprehension on the subject itself—such an apprehension as will enable the teacher to adapt his instruction to the child's real wants—just what a Text-book, if good, cannot do. '*Teach realities*,' is the true teacher's motto. To this he commits himself;—nay, crosses the river and burns the bridge. He is ashamed of his teaching if it is anything short of this. Hence his ingenuity, his aptness, his versatility, his varied resorts in an emergency. He can teach with a Text-Book, or without it. A Text-Book in his hand becomes *alive*. It must be understood."

The School Law gives the President of the Board of Commissioners the general superintendence of the Schools of his County, and the By-laws make it his duty to recommend improved modes of instruction. With the view of aiding the teacher to perform his duties in the best manner possible, these "Hints to Teachers" have been prepared.

The Law requires that "there shall be a *uniform* series of Text-Books used in all the Schools of the State." Teachers will confine themselves, hereafter, strictly to these books, allowing no others to be employed in their Schools. A good teacher can teach with any Text-Book. For the present, the following books, selected from the series adopted by the State Board of Education, will be employed in our Schools: